



Magnet School

Annual Report



2013-2014

Rogers International School

Name of School

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Participating (formally) School Districts

Bridgeport
Darien
Greenwich
Fairfield
Monroe
New Canaan
Ridgefield
Stamford
Stratford
Trumbull
Weston
Westport
Wilton
C.E.S

Mission Statement

Rogers International School's mission is to create a diverse school community of lifelong learners through an engaging and challenging program that fosters a culture of caring, collaboration, action learning and responsibility for the environment.



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Information for Statewide Policymakers

2013-14 continued to be a year of unprecedented inquiry into statewide interdistrict magnet schools by a range of policy groups and those holding the ultimate legislative and budgetary authority over our statewide program. The Connecticut General Assembly continues to require the CSDE to produce a Results-based Accountability template for determining program effectiveness and a comprehensive magnet school plan with specific recommendations for supporting and sustaining the program. In order for the CSDE to be able to answer specific questions to ensure the program's long-term viability, we request information on the following objectives:

- 1) Describe the methods used to ensure recruitment and retention of a diverse student body, and how the demand for your program translates into sustained interest in the school. Please include any specific efforts in reaching families that may not yet be familiar with school choice programs. (Note: not applicable for those schools who were required to submit an enrollment management plan in the spring of 2014 due to non-compliance)

Five orientations were held at RIS during the fall, winter and spring of 2013-2014. Advertisements were placed in all Fairfield County newspapers to inform families of these meetings. Over 900 families attended the orientations resulting in 1100 applications. Once parents accept an invitation, they are paired with a current RIS family who acts as a mentor during their initial years.

- 2) Describe your school's professional development priorities for 2013-14. Be specific as to activities that support your special magnet theme.

Training in the International Baccalaureate philosophy is on-going at Rogers. Professional Development opportunities include:

- *Second IB PYP self-authorization visit October 2014*
- *Continued implementation of Common Core Standards in Literacy and Numeracy*
- *Continued implementation of Haskins Mastery Reading strategies with a focus on Common Core State Standards*
- *New teacher orientation at beginning of school year to include IB components*
- *Weekly Inquiry Learning Communities*
- *Attendance at International Baccalaureate sponsored workshops*
- *Participation in on-line courses facilitated by the International Baccalaureate Organization*
- *Access to the International Baccalaureate On-line Curriculum Centre is automatic for all Rogers' teachers*
- *Membership in the Guild of International Baccalaureate Schools*
- *Support workshops in transdisciplinary and interdisciplinary strategies by IB Coordinator and IB workshop participants provided before and after school*
- *Building workshops provided by outside International Baccalaureate consultants*

- *Five In-house trainers, approved by the International Baccalaureate Organization*
- *Math Common Core Leadership Team working with Greg Tang through Lone Pine Foundation.*
- *Implementation of and training in MClass Data Collection.*
- *Continuation and expansion of Virtual High School from Literacy to Numeracy*
- *IB PYP Program of Inquiry revisions*
- *IB MYP horizontal and vertical planners in the eight subjects areas of MYP-Language A, Language B, Humanities, Sciences, Mathematics, Arts, Physical Education and Technology*
- *Addition of Kindles for Grades 5, 6, and Upper School Special Education and ELL students*
- *Twelve RIS teachers were trained in the ELL Summer Institute Modules 1-8. These teachers will be able to address sheltered English needs of their students*
- *Orton Gillingham Reading*

3) What does your school do uniquely well (related to your magnet theme) that you think other regular public schools may replicate on the local level or in other public schools.

RIS is a visitation site for International Baccalaureate schools worldwide as well as a Haskins Mastery Reading Lab School. Teachers from RIS provide observations opportunities, co-teaching, and workshops to their peers. RIS has also been a visitation site for district administrators and teachers from CAIMS, East Hartford Public Schools, The Whitby School, Diocese of Bridgeport, James Rogers Architects, Fredrick Clark Associates for Planning and Environmental Development, Lone Pine Capital, and Stamford Public Education Foundation. RIS was featured in a CNN segment by Alan Chernoff in the Spring of 2011. During the 2013-2014 year, RIS has partnered with the Institute for Sustainable Energy. We have also partnered with Audubon Greenwich. We continue to explore Chelsea Piers CT as a partner in expanding sports activities and fundraising. RIS is in the first year of implementing MClass as an assessment model. RIS is the first SPS to pilot MClass.

4) Describe the manner in which you promote replication of your school's best practices with regular public schools.

- *Stamford Public Schools administrators meet twice per month to share best practices. RIS has been invited to present Effective Practices workshops for the past four years as part of the Lone Pine Foundation Fairfield County Academic Gain Award Program. Implementation of the Common Core State standards in all disciplines.*
- *The five IB trained staff members present building, district, and national workshops. They also conduct site visits for authorization and self-evaluation. RIS was invited to present at the IB Americas Annual Conference in Mexico and at the PYP Workshops.*

5) Describe your school's two greatest challenges/obstacles to meeting or exceeding the school-wide student learning goals in 2014-15. Please include ways in which the CSDE may support our school in meeting these challenges through enhanced professional development opportunities or specific technical assistance on matters needing close attention.

- *The SIP will focus on increasing students achievement for all students – educationally advantaged and disadvantage – utilizing data from MClass in the Lower School in K-4 and SRI textiles in Upper school 5-8.*
- *Administrator and Teacher SLO's will utilize this SIP data to measure progress.*
- *IB PYP Evaluation visit on October 6 and October 7, 2014 will provide \ commendations and recommendations in moving forward.*
- *Data teams will focus on gathering and charting assessment data to correlate growth with instructional strategies.*
- *Common Core standard K-8 in literacy and numeracy are a focus to be supported by professional development.*

6) Provide the number of applications received by grade and town of residence; as of date of lottery.

Grade	K	1	2	3	4	5	6	7	8
	439	88	71	66	53	34	92	5	8

7) Provide the number of students on wait list/pool by grade, race and residence; as of October 1, 2013, (see note)

Grade	K (A)	K (D)	1st (A)	1st (D)	2nd (A)	2nd (D)	3rd (A)	3rd (D)
Stamford	326	162	73	35	58	27	53	28
ODD	51	6	18	5	13	5	21	5

Grade	4th (A)	4th (D)	5th (A)	5th (D)	6th (A)	6th (D)	7th (A)	7th (D)
Stamford	43	19	21	19	69	46	6	4
ODD	18	2	20	2	30	2	9	1

Grade	8th (A)	8th (D)
Stamford	6	4
ODD	2	2

Note: Wait list/pool refers to those students not enrolled in your school or another interdistrict magnet school who applied for admission to your school for the 2013-14 year. Example: any student who entered a lottery for admission to your school as a first choice that ultimately not placed in any interdistrict magnet school.



Financial Information

DIRECTIONS: Provide, as attachments, Schedules 1 and 2 from the attached expenditures and revenues document. These should reflect *actual expenditures and revenues* by the close of 2013-14, and not merely the budgeted amounts from the onset of the school year submitted in your grant application.

See attached.



Basic Checklist for Title IX and 504/ADA Compliance

Both Title IX (34 CFR § 106.9) and Section 504 (34 CFR § 104.8) require that educational entities that receive federal funds must have a policy on nondiscrimination and a published statement. The publication of this statement notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability. Schools and educational agencies that receive federal funds must list the Coordinators of Section 504 and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

The following checklist was prepared to assist you in meeting some minimum requirements of Title IX of the Education Amendments of 1972, Section 504 and the Americans with Disabilities Act. It is not an exhaustive checklist and therefore should not be used as a substitute for careful reading of the regulations themselves.

§ 106.8 Designation of responsible employee and adoption of grievance procedures.

1. ☐ At least one Title IX coordinator has been designated at the district or school level to coordinate efforts to comply with Title IX, including investigations of any complaints.
2. ☐ At least one Section 504/ADA coordinator has been designated at the district or school level to coordinate efforts to comply with Section 504/ADA requirements, including investigations of any complaints.
3. ☐ All students and employees have been notified of the name(s), office address (es), and telephone number(s) of the coordinator(s).
4. ☐ Grievance procedures for students have been adopted and published.
5. ☐ Grievance procedures for employees have been adopted and published.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682)

§ 106.9 Dissemination of policy.

6. The following have been notified of a policy of nondiscrimination.
 - ☐ applicants for admission and employment
 - ☐ students and parents of students
 - ☐ employees
 - ☐ sources of referral of applicants
 - ☐ unions, professional organizations
7. Notification of a policy of nondiscrimination has been placed in one or more of the following:
 - ☐ local newspapers
 - ☐ school newspapers and magazines
 - ☐ memoranda's or other written communications distributed annually to each student and employee
 - ☐ announcements, bulletins, catalogs, student and faculty handbooks
 - ☐ application forms
8. ☐ The above-listed school publications are free of text and illustrations suggesting differential treatment on the basis of sex or disability.
9. ☐ Admission and recruitment representatives (including counselors or student advisors and personnel officers) have been advised of the nondiscrimination policy and requirements for adherence to the policy.

(Authority: Secs. 901, 902, Education Amendments of 1972, 86 Stat. 373, 374; 20 U.S.C. 1681, 1682); [45 FR 30955, May 9, 1980, as amended at 65 FR 68056, Nov. 13, 2000]

Attachment C-1

Magnet School Name: Rogers International SchoolDistrict/School Code: 135

SCHEDULE 1: Total Current Expenditures from All Sources by Function and Object									
Report All Cash Expenditures and Encumbrances from All Sources Regular and Special Education.									
			OBJECT**						
LINE	CODE	FUNCTION (Program Area)***	Total **	Supplies	Employee Benefits	Purchased Services	Supplies	Property	Other
			(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)	(Col. 7)	(Col. 8)	(Col. 9)
1202	1000	Program Expenditures	5,278,375	4,586,378	356,584	106,974	117,958	60,249	232
1203	2100	Support Services – Students	163,155	151,503	11,652				
1204	2200	Improvement of Instructional Services							
1205	2300	Support Services - General Admin.							
1206	2400	School Based Administration	334,516	310,266	23,863		387		
1207	2600	Operation and Maintenance of Plant Svc.	363,148	184,101	14,159		164,887		
1208	2700	Student Transportation Services	930			930			
1209	2500 2900	Support Services							
1210	3100	Net Expenditures for Food Services							
1211	3200	Net Expenditures for Enterprise Operations							
1212		Indirect Overhead							
213		TOTAL	6,140,123	5,322,248	406,258	107,903	283,233	60,249	232

**Do not include transportation costs associated with home to school and back home or the excess cost of special education services.

***Definitions of objects and functions are to be consistent with the current expenditure report ED001.

Attachment C-2

Magnet School Name: Rogers International School **Dist/Sch. Code:** 135

SCHEDULE 2: Revenues by Source		
Include all projected revenues for the school		
LINE	CODE DESCRIPTION	Total Revenue (Itemize Amounts by Source) (Col. 1)
220	xxxx Other State Grants (List specific sources below)	
	Priority School District	\$64,370
	Magnet School Grant	\$2,662,960
221	xxxx Other Federal Grants (List specific sources below)	
	Title IV- IDEA 611	\$142,088
222	1920 Contributions (List specific sources below)	
	Stamford Public Schools Operating Budget	\$3,940,932
226	xxxx Other Sources of Revenue (List specific sources below)	
299	Total	\$6,810,350

Please indicate the expected per-pupil tuition rate for 2014-15: _____

Note: any changes to this tuition rate must be reported to your state interdistrict magnet school Program Manager by October 31, 2014.